DOCUMENT RESUME

ED 076 108 HE 004 004

TITLE	WICHE Annual Report 1972.
INSTITUTION	Western Interstate Commission for Higher Education, Boulder, Colo.
PUB DATE	Jan 73
NOTE	30p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Annual Reports; Educational Improvement; *Higher Education; *Interinstitutional Cooperation; *Regional Planning
IDENTIFIERS	*Western Interstate Commission for Higher Education

ABSTRACT

This document described the annual report for the Western Interstate Commission for Higher Education for 1972. Reports are given for the various programs at WICHE including the Division of Regional Programs, the Division of Mental Health and Related Areas, and the National Center for Higher Education Management Systems. WICHE (1) seeks to increase educational opportunities for western youth; (2) assists colleges and universities to improve both their academic programs and their institutional management; (3) aids in expanding the supply of specialized manpower in the West; (4) helps colleges and universities appraise and respond to changing educational and social needs of the region; and (5) informs the public about the needs of higher education. A listing is made of publications put out by WICHE during 1972. (HS)

ED 076108

WICHE

ANNUAL REPORT 1972

WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

HE 004 004

FILMED FROM BEST AVAILABLE COPY

WICHE is a public agency through which the people of the West work together across state lines to expand and improve education beyond the high school.

THE SEAL OF THE STATE OF ALASKA
GREAT SEAL OF THE STATE OF ARIZONA
1912
CALIFORNIA
STATE OF COLORADO
1876
STATE OF HAWAII
1959
GREAT SEAL OF THE STATE OF IDAHO
THE GREAT SEAL OF THE STATE OF MONTANA
THE GREAT SEAL OF THE STATE OF NEVADA
SEAL OF THE STATE OF NEW MEXICO
STATE OF OREGON
1859
THE GREAT SEAL OF THE STATE OF UTAH
1896
THE SEAL OF THE STATE OF WASHINGTON
1889
GREAT SEAL OF THE STATE OF WYOMING

HISTORY:

- was created to administer the Western Regional Education Compact, which has been adopted by the legislatures of all the 13 western states;
- was formally established in 1951, after ratification of the compact by five state legislatures; program activities began in 1953.

ORGANIZATION:

- is composed of 39 commissioners, three from each state, appointed by their governors; they serve without pay;
- is served by a small professional staff, supplemented by consultants, councils, and committees.

PURPOSE:

- seeks to increase educational opportunities for western youth;
- assists colleges and universities to improve both their academic programs and their institutional management;
- aids in expanding the supply of specialized manpower in the West;
- helps colleges and universities appraise and respond to changing educational and social needs of the region;
- informs the public about the needs of higher education.

PROGRAM AND PHILOSOPHY:

- serves as a fact-finding agency and a clearinghouse of information about higher education and makes basic studies of educational needs and resources in the West;
- acts as a catalyst in helping the member states work out programs of mutual advantage by gathering information, analyzing problems, and suggesting solutions;
- serves the states and institutions as an administrative and fiscal agent for carrying out interstate arrangements for educational services;
- has no authority or control over the member states or individual educational institutions; it works by building consensus based on joint deliberation and the recognition of relevant facts and arguments.

FINANCES:

- is financed in part by appropriations from the member states of $15,000 annually; the states also contribute $7,500 each to participate in a regional program in mental health, mental retardation, special education, corrections, rehabilitation, and the helping services;
- receives grants and contracts for special projects from private foundations and public agencies; for each dollar provided by the states during Fiscal Year 1973, WICHE will expend approximately $21 from nonstate sources; in the past 17 years, grant and contract commitments have exceeded $27 million.

A REPORT TO THE GOVERNORS,
THE LEGISLATORS, AND THE PEOPLE
OF THE 13 WESTERN STATES

WESTERN INTERSTATE COMMISSION
FOR HIGHER EDUCATION

AN EQUAL OPPORTUNITY EMPLOYER

P.O. DRAWER P
BOULDER, COLORADO 80302

JANUARY, 1973

ANNUAL REPORT 1972

WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION

ALASKA
ARIZONA
CALIFORNIA
COLORADO
HAWAII
IDAHO
MONTANA
NEVADA
NEW MEXICO
OREGON
UTAH
WASHINGTON
WYOMING

Left to right: **Dr. Robert Kroepsch,** WICHE Executive Director; and members of the Executive Director's Advisory Group: **Dr. Kevin Bunnell,** director, Division of General Regional Programs; **Robert Stubblefield, M.D.,** director, Division of Mental Health and Re-

A Message from the Director

Society's challenges to education have shifted. In 1973, they are markedly different from those posed in 1953 when WICHE's programs began.

During this period, higher education experienced unprecedented growth. Enrollments skyrocketed; new institutions were founded; state colleges became state universities; and land-grant colleges became comprehensive universities. Hundreds of new graduate programs came into existence. New medical schools were built, and new professional programs of many types were established. Computers, nuclear reactors, and other sophisticated hardware appeared everywhere. New buildings sprouted at such a rapid rate that even recent alumni could not find their way about the campus.

Each of these efforts was blessed and encouraged by the federal government and by the individual states. Both sectors provided large sums of money to meet the needs and expectations of a burgeoning society. Planning for educational growth flowered at every level — institutional, local, state, regional, and federal. In the West, WICHE was deeply involved in this process.

* * * * *

The educational scene has changed dramatically. The unprecedented rate of growth has slackened; and in some areas, it has virtually stopped. Thus, a new kind of educational planning is required — one aimed at maintaining and improving educational opportunity and quality in a period of equilibrium as opposed to one of rapid growth.

The task will be difficult in an era of scarce dollars, of declining markets for the products of our institutions, and of shrinking percentages of college-age youth interested in education's traditional offerings. But, as is often the case, when a task becomes more difficult, it also becomes more imperative.

The Higher Education Act of 1972 provides specific funds for state-level coordination and planning through what have been called the "1202 Commissions," authorized in Section 1202 of the Act. Under this Act, each state will receive funds to establish such a state planning agency or to expand an existing one. These agencies will embrace all segments of postsecondary education — public and private, profit and nonprofit, including occupational and vocational education. In other words, state master planning is about to take a giant leap forward. Already several western legislatures have mandated studies to reduce or eliminate underenrolled programs, beginning with graduate education. Duplication of highly expensive programs will be eliminated. Consolidations and mergers are the order of the day.

These conditions increase the importance of regional cooperation. Together, the states can optimize their resources through mutual and cooperative endeavors. Individual state planning will have more meaning and be more realistic if the western states plan together with full knowledge of what their neighbors are doing and planning.

* * * * *

Significant elements in society are making new demands on the higher education establishment. These demands — society's demands — have not been vague or unsupported. Legislative bodies and other important groups have set out these challenges loudly and in a clear voice.

Society is demanding, they say, more accountability. It wants the facts and figures on what it is getting for each educational dollar.

Society is demanding increased productivity. It expects educators to be able to demonstrate that they are striving for and achieving efficiency.

Society is demanding the end to duplication of educational programs, especially little-used, high-cost programs.

Society is demanding measurements of outcomes. It wants

lated Areas; **Dr. Ben Lawrence,** director, National Center for Higher Education Management Systems; **John Stalcy,** administrative services officer; and **Bob Brown,** director, Personnel.

to know more precisely the value that has been added by the educational process.

Society is demanding a higher degree of relevance in educational goals. In some cases, this means more education for career preparation, rather than education for its own sake.

Society is demanding more emphasis on continuing education. Constant change requires constant reeducation of people at all levels. Learning is now recognized as a lifelong process.

Society is demanding greater accessibility to higher education for women, minorities, and the poor. Each person must have equal opportunity to develop fully as an individual.

Society is demanding a new look at academic tenure. Modifications are being sought that will weed out faculty deadwood and yet retain the essentials of academic freedom. Collective bargaining and unionization have appeared as knotty aspects of this problem.

Society is demanding that flexibility replace rigidity. Colleges and universities are expected to augment the traditional lecture method with other types of instruction utilizing more fully the "new" technology and learning theories, some of which have been around for a long time.

Society is demanding that colleges and universities cast off many of their restrictive campus procedures and adopt new ones that better meet the needs of a brighter, more mobile community. Traditional approaches must be modified in such areas as admissions, credits, majors, prerequisites, degree requirements, career ladders, transfer of credit, structure, and governance, to mention but a few.

There is merit in each of these demands. However, each may also contain elements which, if handled carelessly, could damage higher education. We must not throw the baby out with the bathwater; perhaps with judicious recycling even some of the bathwater may be reusable.

* * * * *

If the West is to provide quality educational opportunity for all its students, particularly in the more sparsely populated states, regional planning and regional cooperation will become increasingly important. WICHE must work closely with its many constituencies: with governors, legislators, and other state officials; with individual institutions; with state coordinating boards and the new 1202 Commissions; with agencies of the federal government; with professional organizations; and with the consumers of higher education. The most crucial needs and problems as identified by each of these must be addressed.

WICHE, together with all its constituencies, must address itself to questions like these:

How can the West improve state and regional planning?

How can needless duplication be eliminated?

How can scarce resources be conserved while maximizing student opportunities?

How can the scope of student exchange programs be extended?

How can joint graduate and professional programs be developed, especially in high-cost fields, so that quality programs will be available to every student without regard to his state or residency?

How can the states and institutions improve their academic and business management?

How can each state capitalize on other states' successes and avoid their failures?

In short, how can WICHE help the states and their institutions respond more adequately to the new demands of society?

WICHE's thrust in the immediate future will be toward answering these and related questions. Twenty years of demonstrated achievement in interstate cooperation provides a solid foundation on which to build.

Robert H. Kroepsch

Robert H. Kroepsch
Executive Director

Commissioners

As of January 1973

The WICHE Commission is composed of 39 dedicated men and women, who serve without pay as the board of directors for the organization. They are the decision makers, the providers of ideas, and the takers of the western pulse in higher education.

1972-73
Chairman **Dr. Roy E. Lieuallen, Oregon**
Vice-Chairman **Dr. Glenn Terrell, Washington**

Each western state is represented by three commissioners, appointed to four-year terms by the governor. One commissioner from each state must be actively involved in higher education. The other two are drawn from such wide-ranging fields as state government, medicine, law, business, and other areas.

ALASKA

*__John S. Hellenthal,__ Attorney, Anchorage
__Mrs. Delia Pruhs,__ Fairbanks
__Dr. William R. Wood,__ President, University of Alaska

ARIZONA

*__Dr. Richard A. Harvill,__ President Emeritus, University of Arizona
__W. O. (Fred) Craft, Jr.,__ Assistant to Senator Paul Fannin, Washington, D.C.
__Dermont W. Melick, M.D.,__ Coordinator, Arizona Regional Medical Program, College of Medicine, University of Arizona

CALIFORNIA

*__Dr. Glenn S. Dumke,__ Chancellor, California State College and University System, Los Angeles
__Dr. Rita R. Campbell,__ Senior Fellow, Hoover Institution, Stanford University
__Earl W. Brian, M.D.,__ Secretary of Health and Welfare Agency, Sacramento

COLORADO

*__Dr. Kathryn M. Smith,__ Dean, School of Nursing, University of Colorado Medical Center, Denver
__Dr. William E. Morgan,__ President Emeritus, Colorado State University
__C. Gale Sellens,__ President, Lakeside National Bank, Wheat Ridge

HAWAII

*__Dr. Frederick P. Hochuli, Jr.,__ Provost, Kapiolani Community College, University of Hawaii, Honolulu
__John B. Connell,__ Communications Coordinator, Honolulu Model Cities Program, Kailua
__George Goto, M.D.,__ Honolulu

IDAHO

*__Dr. John B. Barnes,__ President, Boise State College
__Dr. William E. Davis,__ President, Idaho State University
__Martha D. Jones, M.D.,__ Boise

*Members, Executive Committee

MONTANA

*Warren D. Bowman, M.D., Billings

Edward W. Nelson, Executive Secretary, The Montana University System, Helena

Herman C. Ross, D.V.M., Kalispell

NEVADA

*Dr. Juanita Greer White, Boulder City

Fred M. Anderson, M.D., Regent, University of Nevada

Dr. Thomas T. Tucker, Chairman, Department of School Administration and Supervision, College of Education, University of Nevada

NEW MEXICO

*Clara B. Tafoya, Principal, Valencia Elementary School, Los Lunas

Dr. Ferrell Heady, President, University of New Mexico

Dr. Lonton Maley, State Representative, Albuquerque

OREGON

*Lynn Newbry, State Senator, Ashland

Dr. Roy E. Lieuallen, Chancellor, Oregon State System of Higher Education, Eugene

Mrs. Thomas (Edna) Scales, Portland

UTAH

*Richard J. Maughan, Member, State Board of Higher Education; Attorney, Salt Lake City

Dr. G. Homer Durham, Commissioner, State Board of Higher Education, Salt Lake City

Mrs. Dorothy Watkiss, Member, University of Utah Institutional Council, Salt Lake City

WASHINGTON

*Gordon Sandison, State Senator, Insurance Broker, Port Angeles

James Furman, Executive Coordinator, Council on Higher Education, Olympia

Dr. Glenn Terrell, President, Washington State University

WYOMING

*Richard R. Jones, State Senator, Cody

Francis A. Barrett, M.D., Cheyenne

Dr. William D. Carlson, President, University of Wyoming

*Members, Executive Committee

In the conference room and on the streets of San Francisco, instructors from the West's two-year schools of nursing expanded their knowledge of mental health concepts at a WICHE conference on psychiatric mental health nursing. Left, speaker Carolyn Carlson, nurse consultant and psychology doctoral candidate, U. of Colorado. Center, Elizabeth Curtis and Mary Ann Douglas, both of Bellevue (Wash.) Community College. Right, with the old man, Helen Bush, of Mesa (Ariz.) Community College, and Katty Jo Fenton of Loma Linda U. (Riverside, Calif.)

Division of General Regional Programs

Over the years, WICHE has taken the broad view of higher education. Its programming is varied, designed to meet the general and particular needs of the West.

Perhaps the best example of WICHE's breadth and diversity of educational efforts can be seen in the programming of the Division of General Regional Programs, under the direction of Dr. Kevin Bunnell.

This division's programs reach out to almost every level of higher education. Colleges, universities, and community colleges; professional education for physicians, dentists, nurses, and others; and continuing education for professionals, including educators — all are included.

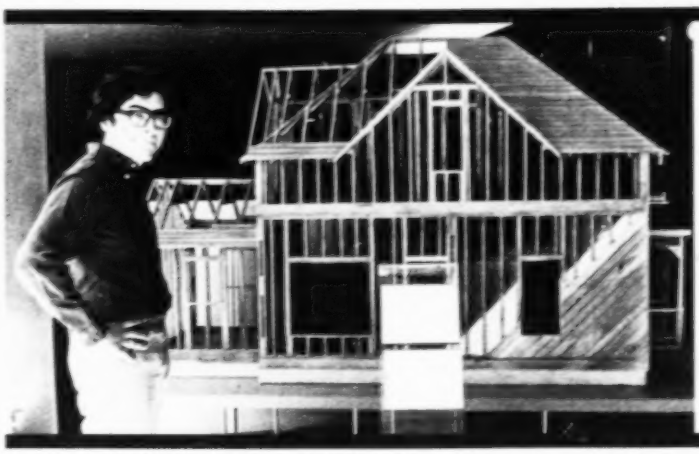
In addition, WICHE works in that unwieldy and difficult-to-define area called alternative education — that is to say, new and nontraditional programs for people who need and want to learn.

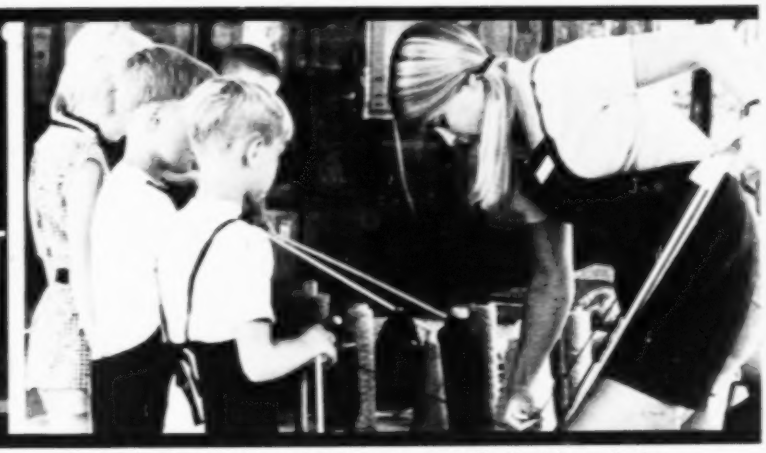
The General Regional Programs Division coordinated 15 programs designed to meet some of the pressing educational needs in the West. To give you an idea of the diversity and impact of these programs, here is a sampling of just a few of 1972's activities.

The Student Exchange Programs. Eight hundred and eighty-three students are participating in the student exchange for the 1972-73 year. They are studying in nine separate professional fields ranging from SEP's original three — medicine, dentistry, and veterinary medicine — to 1972's latest additions, podiatry and forestry. Two more fields, law and graduate library studies, were added recently and are scheduled to begin in Fall 1973. The WICHE Exchange Program allows students from states without certain professional study programs to study in these fields in another state and pay only in-state tuition fees. These students attend 54 schools throughout the West, both public and private. And upon completing their education, many of these students return with their newly learned professional abilities to help the people of their home state.

Resources Development Internship Program. This program provides students with a way to make their studies come alive. During the summer, students intern on action and research projects. They get a chance to test their classroom knowledge in the real world. And they often make important contributions to communities where they work. Since 1969, some 400 western students have been Resources Development Interns. This past summer, 182 students met the challenge. The 1972 interns include two who analyzed California's mandatory child health laws. Their report may lead to major changes in the state's laws and a new, model child health code. Another intern, working during an earlier summer, reported on economic development possibilities in Pocatello, Idaho. Her study contributed to the construction of a new plant, which employed several hundred Idahoans.

Mountain States Regional Medical Program. One of 56 RMPs around the country, MSRMP covers the states of Idaho, Montana, Nevada, and Wyoming to provide health service and education. Dr. John Gerdes is the director of this program, which has its regional office in Boise, Idaho. During 1972, MSRMP had programming in 11 different areas. Here are two examples of their work. *Oral Cancer Clinics:* In a little more than a year, MSRMP had conducted 12 training sessions for physicians and dentists in 11 towns in the four-state area. These sessions were refresher courses on the latest techniques of recognition and treatment for cancer of the head, neck, and oral cavity.





One hundred and eighty-two students plugged into action and research projects last summer in WICHE's Resources Development Internship Program. These are two of the students: Rudy Lobato, of Colorado U., with the building model; and Rebecca Love, of Stanford U., with the kids and yarn.

Also as part of this program, the freshly trained local doctors and dentists gave free examinations to community people. They screened almost 3,000 people and spotted suspicious problems in more than 400 of them. *Area Health Advisory Councils in Nevada:* The brainchild of Nevada-MSRMP Director J. B. Deisher, M.D., the AHACs were formed for seven health catchment areas covering the state. Each nine-member council (composed of both health professionals and community people) attempts to spot local health problems and find ways of solving them through education and service. These AHACs provide a very clear voice for health at the grassroots, in addition to attempting such activities as bringing health care to doctorless towns, developing allied health consortiums, promoting programs for school hot lunches and a nutrition workshop for the elderly, and, in some cases, helping with statewide comprehensive health planning.

On Your Own. Alternative education is the key here. WICHE, in cooperation with 15 agencies in the Denver area, has developed a program that brings on-campus learning — and credit — to the community through public libraries. The program involves tutors, special reading lists and study programs, and even college credit through the College Level Examination Program. WICHE is involved in both general coordination and training of library personnel for this new program in the eight-county Denver metropolitan area. It is expected that this program soon will be expanded to other western states.

Nursing. WICHE has seven programs in nursing education, under the direction of Jo Eleanor Elliott. Here are three. *Continuing Education in Psychiatric-Mental Health Nursing for Faculty in Associate Degree Programs.* The patient is a whole person — not simply a heart condition, a cancer victim, or a broken arm. He has emotional needs which must be understood and handled correctly by the nurse. This is the thrust of a WICHE continuing education program for faculty who teach in 34 associate degree nursing programs throughout the West. And AA-degree nursing students are now graduating with a better understanding of their patients' mental health needs. *Continuing Education for Nursing Service Administrators.* Begun in Fall 1972, this program is extending short-term intensive training courses to 280 nursing service administrators from rural areas in the 13 western states. The courses, provided through eight university schools of nursing, center on patient care and management, emphasizing efficient use of financial and human resources. *Regional Program for Nursing Research and Development.* This program promotes interinstitutional cooperation for the development of nursing research. Last year, WICHE brought together 101 nurses representing 52 institutions (24 universities and 28 hospitals) to develop some 18 research projects. Ten western states are involved in this effort. WICHE is providing seed money and consultation for these projects until other funding can be found.

THE FUTURE. In the coming year, this division will be involved in a number of important projects and will attempt programming in some new areas. Here is a quick glimpse at what is coming up.

New programming is being considered for the improvement of college-level teaching through the development of instructional packages and training programs.

Student Exchange Programs. WICHE will explore new educational areas for the SEP, which might soon allow every western state to both send and receive students through the exchange.

Continuing Education for Practicing Nurses. Increasingly, states are requiring on-the-job nurses to take in-service or continuing education courses to maintain their licenses. WICHE will be assisting western nursing school faculties to develop both individual courses and statewide programs of continuing education for these practicing nurses.

Division of General Regional Programs

Student Exchange Programs
To maximize the educational resources of the West, sharing common needs and interests, students, and opportunities through a system of student exchanges implemented at cooperating schools. Student exchanges may or may not involve the interstate exchange of dollars. Exchanges are operative at all levels of higher education — from community college programs through graduate, professional-degree programs.

Special Higher Education Programs
To assist postsecondary institutions in the West to identify and cooperatively solve common problems; to respond to needs expressed by institutions and residents in the region; to provide informational workshops, seminars, and publications on crucial issues in higher education; and to administer a small number of programs on a continuing basis which provide necessary services to institutions and their constituencies in the western states.

Planning Resources in Minority Education
To expand ethnic minority group access to postsecondary education; to improve the relevance of educational experiences for these students; and to increase ethnic minority community involvement in the educational process.

Western Council on Higher Education for Nursing
To improve the nursing care of patients through better-prepared faculty and improved educational programs; to provide a medium for exchange of ideas and for collective planning of nursing education programs; to identify and organize ways of coping with general nursing problems through higher education; to stimulate nursing research.

Nursing Research Conference Program
Through an annual conference on nursing research and wide distribution of the proceedings to share research findings, to receive and give stimulation for further research, to facilitate the application of findings to patient care, and to encourage faculty to use the research results in nursing school curricula.

Faculty Development in Continuing Education
To increase the number of nurse faculty with the knowledge and skills to provide viable continuing education and in-service education programs, thereby increasing the number of such programs, and to increase statewide and regional planning for the coordination of continuing education.

Continuing Education for Nursing Service Administrators
To update, increase, and strengthen the administrative skills of nurses functioning as nursing service directors in health care settings, with emphasis on accountability of the nurse director; to develop patterns of self-directed study in the trainees.

Continuing Education in Psychiatric Mental Health Nursing for Faculty in Associate Degree Programs
To assist faculty in associate degree nursing programs to increase their knowledge and skills in psychiatric mental health nursing; to increase the use of psychiatric mental health concepts throughout the nursing curriculum; to increase the use of psychiatric mental health concepts by nurses in any health care setting.

Nurse Faculty Development to Meet Minority Group Needs
To increase the numbers of minority group students who are recruited and who complete nursing programs and to modify existing programs of nursing to include content which will increase the ability of graduates to provide services relevant to the health needs of minority group communities. The project proposes to achieve these aims through a three-year regional faculty development program.

Credit by examination in nursing. Dr. John Smart describes the concept in four-year schools. He is deputy director, New Program Development and Evaluation, California State U. and Coll., Los Angeles.

More minority students in nursing schools. Better curricula for them. And more graduates. These are the goals of WICHE's program, Nurse Faculty Development to Meet Minority Group Needs. Above, they meet on the Warm Springs (Ore.) Reservation to trade ideas and learn more about Indian life.

Regional Program for Nursing Research and Development

To increase the number and quality of scientific inquiries regarding nursing problems in the West. The focus is on facilitating more effective and efficient utilization of the available resources through cooperative interinstitutional endeavors and continuing the development of individual research potential.

Resources Development Internship Program

To promote the productive interchange of ideas between the academic community, including students, and the participants in community organizations throughout the West, especially by means of the process of service-learning, by building bridges between educational institutions and community organizations, and by developing new and innovative supplementary projects. 1973 summer internships will probably be available in the areas of economic development, environmental pollution, the humanities, policy making for technological change, planning community growth, health care management, and law enforcement research.

Continuing Education Program for Library Personnel

Through a consortium of state library agencies, to employ a variety of continuing education methods, materials, and programs to help library personnel, at all levels and in all types of libraries and information centers, to improve the delivery of library services in the West.

Mountain States Community College Consortium

To enhance educational opportunities for the student in community colleges in the four-state area of Idaho, Montana, Utah, and Wyoming, through interstate and interinstitutional cooperation and programming geared to the resolution of the common problems that participating institutions share as very small, geographically isolated "developing institutions."

Satellite Health Experiment Planning Project for the Rocky Mountain Region

WICHE is coordinating the development of a proposal for telecommunications satellite experiments dealing with health education and health service in the eight-state Rocky Mountain region. Primary participants include the medical schools and regional medical programs of the Universities of Arizona, Colorado, and New Mexico. At the conclusion of the planning period (December 1972) proposals for the development and implementation of this satellite experiment will be submitted for funding.

Mountain States Regional Medical Program

To develop programs in response to major health needs in the four states of Idaho, Montana, Nevada, and Wyoming. Program focus on providing continuing education for health personnel, stimulating health manpower development, improving health services in remote communities, and developing specialized health centers in the four-state region.

Operational Programs

1. Core Operation
2. Coronary Care Training in Small Hospitals — Missoula
3. Coronary Care Training — Southwest Idaho
4. Mountain States Tumor Institute
5. New Manpower: Nurse Practitioner-Physician Teams
6. Emergency Medical Service
7. Continuing Nursing Education — Nevada
8. Continuing Nursing Education — Idaho
9. Continuing Nursing Education — Montana
10. Continuing Nursing Education — Wyoming
11. Consulting Team Approach to Continuing Education for Health Service Personnel in Rural Communities — Nevada

Commission Divisional Review Committee on General Regional Programs

Francis Barratt (Chairman)
Lynn Newbry
Kathryn Smith
Farrel Heady
Martha Jones
Herman Ross
Edna Scales

Pres. Dean McDonald, of the College of Eastern Utah, is coordinator of the Mountain States Community College Consortium. WICHE acts as an assisting agency for this four-state, 17-college organization, which attempts to resolve problems faced by its small, isolated colleges.

From library to lab to patient care. These are a few scenes from the busy life of U. of Colorado medical student Doug Robb, who is the principal subject of a 20-minute slide presentation on WICHE's Student Exchange Programs. The presentation, which covers all facets of the SEP, is available for loan from the WICHE Publications Unit.

Psychopharmacology, family therapy, and psychosomatic medicine were topics at the twelfth annual Teacher Training Institute for Psychiatrist Teachers of Practicing Physicians. Speakers were Sidney Cohen, M.D. (1), clinical professor, Psychiatry, Neuropsychiatric Institute, U. of California, Los Angeles; Dr. Bernard Bloom (2), professor, Psychology, U. of Colorado; Sidney Margolin, M.D. (3), professor, Psychiatry, and director, Human Behavior Laboratory, U. of Colorado School of Medicine; and Dr. David Kaplan (4), director, Division of Clinical Social Work, Stanford Medical Center. Some of the participants are pictured above.

Division of Mental Health and Related Areas

Fifteen years ago, in 1956, WICHE's mental health division began its first programming at the request of the Western Regional Conference of the Council of State Governments.

WICHE's mission was — and is — to help meet the regional mental health needs of the West through education.

In the years that followed came a new era of openness and understanding of mental health. The idea of community mental health centers caught on. Back wards without hope in state hospitals began to disappear. And an end came to hush-hush talk about the secret sickness. Or at least, the beginning of the end. It was time to let in the sun.

And WICHE was there, playing an important role in the West.

Over the past decade and a half, the WICHE Division of Mental Health and Related Areas has risen to meet the challenge of the West's mental health needs. The techniques were training and continuing education and bringing people together to solve their mutual problems.

The content areas ranged widely. Programs reached out to solo medical practitioners who needed more information on psychiatry and to mental health program administrators who needed the special know-how of management and evaluation. Offerings in continuing education were extended to corrections officials, special educators of the handicapped, professionals working with the retarded, and to educators of mental health professionals at every level.

This division, which includes nine programs, is under the direction of Robert L. Stubblefield, M.D. Here are a few examples of the division's activities during 1972.

Western Conference on Mental Health Program Management. This is a conference, but it is also an organization of mental health program directors, business managers, clinicians, and statisticians. Its goal is to help tackle the special problems of management and program evaluation. The Western Conference was born and held its first official meeting in August 1972. WICHE was the parent. This now independent and ongoing Western Conference grew out of a WICHE program called the Western Conference on the Uses of Mental Health Data.

Minority Recruitment and Input into Social Work Education. To boost minority recruitment, this new WICHE program is providing tuition and stipends to 56 ethnic minority students studying in 14 graduate schools

Speakers at the often controversial meeting of the first annual Western Conference on Mental Health Program Management included Dr. Robert Newbrough (1), Center for Community Studies, George Peabody Coll., Nashville, Tenn.; Nader's Raider Sharland Trotter (2); California State Sen. Nicholas Petrie (3); and NIMH official Dr. Harry Cain (4).

of social work in the West for the 1972-73 school year. The minority students include 8 Native Americans, 12 Asians, 13 Blacks, and 23 Chicanos. In addition, this program is developing workshops and on-the-job training for ethnic minority social work students.

Continuing Psychiatric Education for Physicians Program. This 13-year-old program broadened its scope in 1972. Its original mission was to train psychiatrist-teachers of practicing physicians. The program now involves mental health training of educators who, in turn, will bring these important concepts to professionals in all the health and mental health fields.

Corrections Program. During 1972, a WICHE corrections project, *Regional Institute for Corrections, Administrative Study*, completed a two-year series of training courses on modern management techniques designed for managers in the criminal justice system. Using subregional conferences and individual state follow-up sessions, the program reached managers at 158 agencies and institutions in 11 states.

Improving Mental Health Services on Western Campuses. This program publishes a monthly newsletter, *Campus/Community Mental Health Services*, that reaches some 170 western colleges and universities with new and creative ways to improve mental health services on their campuses. Also, the program has seven task forces on campus mental health issues. Four reported their findings recently. One of the most interesting of these reports suggested a mental health service approach that would not only help individuals adjust to the college and its social systems, but also suggest changes that the college could make in its physical, organizational, and other characteristics to meet the individual needs of students, faculty, and others.

THE FUTURE. In the coming months of 1973 and beyond, the WICHE Division of Mental Health and Related Areas plans to reach out in some new directions.

Bilingual-Bicultural Education for General and Special Educators. To be retarded or have a special education problem is difficult enough, but to speak a different language and come from a different culture further complicates the problem of education. This proposed WICHE program will attempt to train teachers, both special educators and general classroom teachers, to understand the cultural differences and even to speak some of the language of their bilingual, bicultural students handicapped by special learning difficulties.

Continuing Education for Continuing Educators. This will be the new, expanded focus for the program formerly aimed at training psychiatrist-teachers of general practitioners. This new program will support the training of educators in their efforts to present new and useful knowledge to on-the-job professionals in the health and mental health fields.

Other areas of proposed programming. The mental health division has special interest in developing programming to train people who will work with the West's *older people* to help them have a fuller life in their retirement and leisure years. Another area of specific WICHE interest will be *drug abuse education.*

Division of Mental Health and Related Areas

Continuing Psychiatric Education for Physicians Program

To increase the supply of psychiatrist-teachers for non-psychiatrist physicians of the West in areas remote from training institutions; to provide demonstration opportunities for physicians practicing in these areas and to stimulate the development of ongoing training programs for them; and to provide liaison for the western region in this field.

Community College Mental Health Worker Program

To expand employment opportunities for associate degree graduates, develop articulations with four-year programs, and conduct and promote evaluation in associate degree training programs.

Corrections Program

To provide continuation education to correctional staff working with juveniles and adults in institutions and in the community under two separately funded projects, *Regional Institute for Corrections, Administrative Study*, and *Nation-wide Education Programs in Corrections*. The former focuses on administrative personnel and the latter on line staff, especially teachers.

Faculty Development-Minority Content in Mental Health

To increase faculty competence in minority ethnic content in the social work curriculum and the educational process through workshop and consultation activities, plus development of an interdisciplinary panel of resource people to provide follow-up consultations to school faculty and agency staff.

Improving Mental Health Services on Western Campuses

To assist four-year colleges and universities in the 13 western states to improve the organization and delivery of mental health-related services throughout their campus communities.

"Quality of Educational Life: Priorities for Today," was the subject at hand and the name of a publication produced by this task force (one of seven) coordinated by WICHE's program, Improving Mental Health Services on Western Campuses. Task force members included Steve Torres (1), regent, New Mexico Institute of Mining and Technology; Dr. Addie Fuhriman (2), counseling psychologist, U. of Utah; Murray DeArmond, M.D. (3), chief psychiatrist, Student Health Service, U. of Arizona; Karem Mansour, M.D. (4), director of Counseling, Claremont Coll.; and David Falk (5), graduate student, Community Psychology, U. of Colorado and Northwestern U.

Manpower Development for Program Analysis

To develop program analysis skills in the personnel of community mental health centers in order to more adequately evaluate mental health programs; to utilize real-life management problems as the context for developing training programs; and to develop packaged presentations for dissemination of methodology and results.

Mental Health Continuing Education

To help develop a collaborative field of continuing education for mental health personnel in the West, a field linked by mutual planning among leaders in university programs and treatment agencies and characterized, eventually, by a variety of flexibly designed, short, intensive courses for members of the core professions in both urban and rural settings.

Minority Recruitment and Input Into Social Work Education

To establish a comprehensive recruitment and training program in social work education providing for stipends, workshops, and on-the-job training for minority persons in the WICHE region.

Special Education for General Educators

To improve the understanding and capability of the general educator — especially those already working in regular classrooms in the inner city or in geographically remote areas — in teaching exceptional children, by providing assistance to institutions and agencies in the 13 western states as they plan special training programs and special education programs for the delivery of services.

Commission Divisional Review Committee for Mental Health and Related Areas

Dorothy Watkiss (Chairman)
Lenton Malry
John Hellenthal
Fred Hachnlen, Jr.

Using a variety of educational tools — lectures, videotape, paper and pencil tests, small group sessions — the WICHE Corrections Program Regional Institute for Corrections, Administrative Study, brought some of the latest management techniques to criminal justice managers from the Pacific Northwest at a workshop in Seattle.

NCHEMS and four other education agencies cosponsored the fourth annual National Invitational Seminar on Higher Education Management. The topic: The Changing Environment of Postsecondary Education.

Speakers, drawn from every facet of postsecondary education, included Dr. Frank Newman (center), director, University Relations, Stanford U., and Vice Admiral M. W. Cagle, chief, Naval Training, Naval Air Station, Pensacola, Florida.

National Center for Higher Education Management Systems at WICHE

Just the facts. The crucial, countable facts. That's what the administrators need for decision making in the world of postsecondary education. The days of seat-of-the-pants management are on the way out.

Higher education's questions of today are too complex, too expensive, and too important for the people involved — students, taxpayers, faculty, and the nation as a whole — to be left to trial-and-error and hunch-playing.

Postsecondary education's administrators recognize their information needs. And they know that just any information won't do. They need the tough-to-dig-out facts that make a significant difference to decisions. And once the facts are in hand, they need to know how to look at them and how to use them.

It's because administrators understand their management needs that the National Center for Higher Education Management Systems has become WICHE's fastest growing division.

Under the direction of Dr. Ben Lawrence, NCHEMS has three general goals. They are (1) to improve institutional (college, university, etc.) management, (2) to improve statewide coordination of higher education, and (3) to improve decision-making processes at the national level.

To achieve these goals, NCHEMS is designing, developing, and helping with the implementation of systems for planning and management. These systems are for use on all levels of higher education.

Twenty-seven programs comprise the NCHEMS division. And as the name implies, NCHEMS does not focus its operation only on the 13 western states; it reaches out to all 50 states. By latest count in January, some 800 institutions were participating.

The principal advisors to NCHEMS programs are the people affected by them. They include administrators, faculty, members of governing boards and coordinating councils, students, legislators, and others.

The NCHEMS programming is divided into two divisions: Research and Development, and Applications and Implementation.

Some campus scenes from California State University, Fullerton, where NCHEMS conducted a five-month study of the comprehensive use of their management tools at a single university. This study — a first — proved that the NCHEMS tools are effective and have the potential to enhance planning and decision-making by university officials.

Here are a few examples of the many NCHEMS activities during 1972.

Study at California State University, Fullerton. NCHEMS conducted a five-month study of the comprehensive use of its management tools at a single university. It was a first. And it was a success. The study proved a a number of things. The NCHEMS tools work well individually, and they also complement each other when used together. Further, the use of NCHEMS tools has the potential to enhance the university's internal planning and its preparation of external budget and resources requests. Principal tools used were the Resource Requirements Prediction Model, Student Flow Model, and Cost Finding Principles (see pages 16-17).

NCHEMS National Assembly. This was a first, too. Some 700 higher education administrators from across the country met in Denver last Fall to see first hand the NCHEMS operation and explore a number of management questions. Assembly participants were particularly interested in two key issues: (1) Confidentiality versus full disclosure of information amassed by the new, computerized management systems, and (2) the problems of information exchange among higher education institutions, using the common data elements being developed by NCHEMS.

Fourth Annual National Invitational Seminar on Higher Education Management. Here, too, the topic was management. But the key to last Fall's meeting in Washington, D.C., was the opening of communication lines. Leaders and spokesmen for traditional higher education (colleges, universities, etc.) met, began to talk and trade ideas with leaders of the rest of postsecondary education (proprietary, vocational, military, corporate, etc.). The seminar was co-sponsored by NCHEMS, American Council on Education, Education Commission of the States, State Higher Education Executive Officers, and Center for Research and Development in Higher Education, Berkeley.

Forecast of Change in Postsecondary Education. This NCHEMS panel study predicting the future of higher education received national press coverage. The six-month study used 385 panelists in a five-round survey, and they made a total of more than 100 predictions. According to the panel, among important and highly likely changes were growth of vocational programs, more attention to social problems, increase in faculty collective bargaining, close scrutiny of higher education budgets, and increased access to higher education for all.

THE FUTURE. In the coming months, NCHEMS will focus special attention on higher education management at the state and national level. This does not mean that there will be any slowdown in effort on institutional programs. But broad-based programs, such as Information Exchange Procedures and Cost Finding Principles, will get more attention.

Also slated for special attention is NCHEMS's National Planning Model. This prototype model, which is still in the testing phase, will attempt to simulate the reactions of the students and institutions to various alternative federal funding policies.

National Center for Higher Education Management Systems at WICHE

Cost Finding Principles
To develop procedures for conducting cost analyses in institutions of higher education. These procedures will define the methodology for identifying, distributing, and allocating cost information to the programmatic activities of institutions of higher education.

Data Element Dictionary, Second Edition
To develop a standard set of data element terminology used by the various NCHEMS products. First edition completed.

Departmental Management Systems
To develop a set of basic tools that a department chairman can use in carrying out his prescribed responsibilities. Such responsibilities include allocation of resources, maximum utilization of those resources, management of personnel, writing and/or approval of research projects, projection of departmental growth, initiation of public services projects, and determination of the impact of adding a new major or minor program within the department.

Facilities Inventory Classification Structure
To revise and update the Federal Higher Education Facilities Classification and Inventory Procedures Manual in accord with experience gained from using the current manual and with recent developments in higher education planning and management.

Faculty Activity Analysis Manual
To develop a manual that provides guidelines to institutions wishing to undertake analysis of faculty activity. Included within this manual will be recommended procedures for various analytical studies and guidelines for data collection.

Faculty Activity Analysis Procedures
To develop a manual that describes a standard methodology for the categorization of faculty effort and the distribution of faculty effort to the programs in an institution of higher education (as represented by the Program Classification Structure).

Future Planning and Management Systems
To ensure that concepts, tools, and procedures will be available to assist higher education decision makers in the future. It will develop a basis for future planning and management systems in higher education and attempt to ensure that management tools and techniques will be relevant to the changing structures, responsibilities, and trends in higher education.

Higher Education General Information Survey: VIII
To assist the National Center for Educational Statistics (NCES) in determining user requirements for educational statistics. This purpose is to be achieved through the mechanism of a conference.

Higher Education Finance Manual
To determine the financial data concerning higher education necessary for planning, budgeting, and reporting and to design recommended procedures for collecting and arraying such data for the Higher Education General Information Survey (HEGIS).

Information Exchange Procedures
To define the conventions by which data are to be aggregated and arrayed for exchange among those institutions and agencies desiring to exchange such data as NCHEMS participants.

National Planning Model — Phase II
To develop a national model to assess the impact of federal programs in attaining national goals and to evaluate alternative national strategies. Research efforts will focus on analysis and documentation of the prime student demand factors, institutional decision variables, and their relationships to federal programs.

Outcomes Planning
To develop measures of the outcomes of higher education and to incorporate these measures in higher education planning in such a way as to make them operationally useful.

NCHEMS National Assembly in Denver brought together some 700 education leaders to explore management questions and better understand NCHEMS activities. Participants included Mary Jane Calais (1), former vice-president, Jr. College District of St. Louis, and now Commissioner, Office of Education, Region V, and this unidentified questioner in the audience (2).

An assembly highlight, this panel on full disclosure featured (above) Dr. Roger Heyns, president, American Council on Education, and Dr. Jo Arnold, NCHEMS staffer; and (below) Dr. Glenn S. Dumke (at left), chancellor, California State University and Colleges, Kathy Allman, student, U. of Colorado, and David J. Hanson, assistant to the chancellor, U. of Wisconsin-Madison.

Program Budget Estimator (PROBE)
To develop an activity-based, department-oriented simulation model to aid in the application of program budgeting to higher education.

Program Budgeting Manual
To develop generalized procedures and guidelines for establishing a program budgeting system within an institution of higher education.

Program Measures
To identify and describe the quantitative indicators that will serve to measure the resources and activities associated with the program elements as defined in *Program Classification Structure*.

Resource Requirements Prediction Model
To develop and validate a model designed to aid institutional managers in rapidly determining the future resource implications of alternative policy and planning decisions.

Resource Utilization Analysis
To develop techniques that will aid institutions in more effectively utilizing the resources available to them.

Statewide Data Elements
To identify and define explicitly those data elements that are required for statewide planning purposes. This activity will supplement the activities of the Data Element Dictionary project by developing a publication dealing exclusively with state-related data elements.

Statewide Higher Education Resource Prediction Model
To develop a computer simulation model that will facilitate estimating resource requirements for higher education on a statewide basis.

Statewide Planning
To conceptualize problems of state-level planners and decision makers from the perspective of modern management principles. As the conceptualization evolves, attention will shift to determining the need for and feasibility of specific activities and tools for planning and management at the state level.

Statewide Program Structure
To develop a program structure designed to serve as the basis for data collection and analysis required to support higher education planning and management at the state level. This structure will also serve as the framework for the development of generalized analytical models designed specifically for use at the state level.

Student Flow Model I-A
To develop a computer-based simulation model that utilizes the institution's historical experience of student flow to estimate future enrollment patterns categorized by student levels and major.

Student Flow Analysis
To develop and publish a manual describing various procedures and statistical techniques that may be applied to the problems of analyzing student flow patterns and the projection of student preferences.

Statewide Student Flow Model II-A
To extend the outcomes of initial, institution-based Student Flow Model project (SFM I-A) to the problem of student movements between or among institutions.

Student Flow Model Research
To develop analytical models that will aid in predicting student enrollments and in describing student progression through postsecondary education.

Training and Implementation
To promote the adoption and implementation of NCHEMS management tools and techniques in institutions and agencies throughout the higher education community.

Visiting Professionals Training Program
To provide the opportunity for institutional or agency representatives to obtain a full understanding and working knowledge of NCHEMS developmental work and to contribute in a meaningful fashion to some specific aspect of the developmental work.

Commission Divisional Review Committee for NCHEMS

James Furman (Chairman)
Glenn Dumke
William Carlson
W. O. (Fred) Craft, Jr.
Delia Pruhs

Among notables speaking at the fourth annual National Invitational Seminar on Higher Education were Richard A. Fulton (left), executive secretary, United Business Schools Association; Dr. Sidney Marland (center), commissioner, U.S. Office of Education; and Dr. Lyman Glenny, director, Center for Research and Development in Higher Education, Berkeley.

The WICHE Student Exchange Programs 1972–1973

As of December 15, 1972

RECEIPT OF SUPPORT FEES BY STATE AND INSTITUTION

State	Institution		Support Received	State Total
ARIZONA				$ 15,000
ARIZ	University of Arizona		$ 12,000	
	Medicine	$ 12,000		
NAU	Northern Arizona University		3,000	
	Forestry	3,000		
CALIFORNIA				$510,636
	Public Schools:			
UCOPT	University of California, Berkeley		1,200	
	Optometry	1,200		
UCD	University of California, Davis		16,800	
	Medicine	6,000		
	Veterinary Medicine	10,800		
UCLA	University of California, Los Angeles		66,000	
	Medicine	30,000		
	Dentistry	36,000		
CSLB	California State at Long Beach		1,733	
	Physical Therapy	1,733		
UCSD	University of California, San Diego		9,000	
	Medicine	9,000		
UCSF	University of California, San Francisco		46,200	
	Medicine	18,000		
	Dentistry	24,000		
	Dental Hygiene	1,000		
	Physical Therapy	3,200		
	Total, Public Schools		$140,933	
	Private Schools:			
CHILD	Children's Hospital of Los Angeles		5,601	
	Physical Therapy	5,601		
CCPM	California College of Podiatric Medicine		27,500	
	Podiatry	27,500		
SCOPT	Southern California College of Optometry		14,400	
	Optometry	14,400		
LL	Loma Linda University		74,002	
	Medicine	21,000		
	Dentistry	40,800		
	Dental Hygiene	1,000		
	Occupational Therapy	2,400		
	Physical Therapy	8,802		
STAN	Stanford University		26,600	
	Medicine	25,000		
	Physical Therapy	1,600		
UOP	University of the Pacific		74,400	
	Dentistry	74,400		
USC	University of Southern California		147,200	
	Medicine	36,000		
	Dentistry	108,000		
	Dental Hygiene	2,000		
	Physical Therapy	1,200		
	Total, Private Schools		$369,703	
COLORADO				$444,100
COLO	University of Colorado		173,500	
	Medicine	165,000		
	Physical Therapy	8,500		
CSU	Colorado State University		270,600	
	Veterinary Medicine	243,000		
	Occupational Therapy	15,600		
	Forestry	12,000		
HAWAII				$ 3,000
HAW	University of Hawaii		3,000	
	Medicine	3,000		

State	Institution		Support Received	State Total
IDAHO				$ 9,000
ISU	Idaho State University		6,000	
	Dental Hygiene	6,000		
IDA	University of Idaho		3,000	
	Forestry	3,000		
NEW MEXICO				$ 39,000
UNM	University of New Mexico		39,000	
	Medicine	36,000		
	Dental Hygiene	3,000		
OUT OF REGION				$ 4,830
	Bowman-Gray at Wake Forest, N.C.		2,328	
	Medicine	2,328		
	University of North Carolina		2,502	
	Medicine	2,502		
OREGON				$336,200
ORE	University of Oregon		294,600	
	Medicine	120,000		
	Dentistry	169,600		
	Dental Hygiene	5,000		
OTI	Oregon Technical Institute		2,000	
	Dental Hygiene	2,000		
PACU	Pacific University		39,600	
	Optometry	39,600		
UTAH				$116,600
UTAH	University of Utah		116,600	
	Medicine	111,000		
	Physical Therapy	5,600		
WASHINGTON				$482,400
UPS	University of Puget Sound		20,400	
	Occupational Therapy	20,400		
WASH	University of Washington		247,800	
	Medicine	141,000		
	Dentistry	96,000		
	Occupational Therapy	1,200		
	Physical Therapy	9,600		
WSU	Washington State University		214,200	
	Veterinary Medicine	214,200		
WYOMING				$ 1,000
SHER	Sheridan College		1,000	
	Dental Hygiene	1,000		

TOTAL RECEIPTS 1972-73.....$1,961,766

FOR PURPOSES OF COMPARISON	1971	1972
Medical students	247	248
Dental students	203	227
Veterinary medical students	249	260
Dental hygiene students	13	21
Occupational therapy students	22	29
Physical therapy students	26	31
Optometry students	34	46
Podiatry students	—	11
Forestry students	—	12
Total students	794	885
Support fees	$1,790,516	$1,961,766

MEDICINE

	LL	STAN	ARIZ	UCD	UCIRV	UCLA	UCSD	UCSF	COLO	HAW	NEV	NM	ORE	USC	UTAH	WASH	OUT OF REGION	Total Students	Total Fees
ALASKA	1		1						2			1	3			8	2	18	$ 52,830
ARIZONA		3					2	1	3					8	4			21	63,000
COLORADO																			
HAWAII				1		7		2	8			1		2		8		29	87,000
IDAHO	1		2			1	1	1	7			1	17		21	14		66	198,000
MONTANA	3	1				1		1	16			1	11		4	12		50	148,000
NEVADA	1	1	1	1		1		1	3			4	5		2			20	60,000
N. MEXICO																			
OREGON																			
UTAH																			
WYOMING	1	4							17	1		4	4	2	6	5		44	129,000
TOTALS	7	9	4	2		10	3	6	56	1		12	40	12	37	47	2	248	$737,830

DENTISTRY

	LL	UCLA	UCSF	ORE	UOP	USC	WASH	Total Students	Total Fees
ALASKA				1			1	2	$ 4,800
ARIZONA	6	6	3	12	9	19	2	57	139,200
COLORADO	4			7	2	3	5	21	50,400
HAWAII	1	2	1	4	1	6	2	17	40,800
IDAHO	1	2		19	4	3	11	40	96,000
MONTANA				8			7	15	36,000
NEVADA	3	4	2	8	9	11	1	38	91,200
N. MEXICO	1	1		2	3	3	1	11	28,000
OREGON									
UTAH	1		4	6	1		6	18	43,200
WYOMING				4			4	8	19,200
TOTALS	17	15	10	71	29	45	40	227	$548,800

VETERINARY MEDICINE

	CSU	UCD	WASH	Total Students	Total Fees
ALASKA	1		1	2	$ 3,600
ARIZONA	23	1	14	38	68,400
COLORADO					
HAWAII	3		2	5	9,000
IDAHO	14		21	35	63,000
MONTANA	20		34	54	97,200
NEVADA	7	1	6	14	25,200
N. MEXICO	22		6	28	50,400
OREGON	14	1	28	43	77,400
UTAH	10	2	5	17	30,600
WYOMING	21	1	2	24	43,200
TOTALS	135	6	119	260	$468,000

DENTAL HYGIENE

	ISU	LANE	LL	RANG	SHER	USCF	UNM	ORE	USC	WASH	OTI	Total Students	Total Fees
ALASKA													
ARIZONA													
COLORADO													
HAWAII													
IDAHO													
MONTANA	3		1		1		1	2				8	$ 8,000
NEVADA	3					1	2	3	2		2	13	13,000
N.MEXICO													
OREGON													
UTAH													
WYOMING													
TOTAL	6		1		1	1	3	5	2		2	21	$21,000

PHYSICAL THERAPY

	CSLB	CSNorth	CHILD	LL	STAN	UCSF	COLO	USC	UTAH	WASH	Total Students	Total Fees
ALASKA												
ARIZONA							1			1	1	$ 1,700
COLORADO												
HAWAII				2				1		3	6	8,134
IDAHO			1	1		1	3		2	1	9	13,234
MONTANA												
NEVADA			1			1			1		3	4,667
N.MEXICO												
OREGON	1		1	3	1				1	4	11	16,401
UTAH												
WYOMING							1				1	1,700
TOTAL	1		3	6	1	2	5	1	4	8	31	$45,836

OCCUPATIONAL THERAPY

	CSU	LL	SAN JOSE	UPS	USC	WASH	Total Students	Total Fees
ALASKA				1			1	$ 1,200
ARIZONA								
COLORADO								
HAWAII	1	1		3			5	6,800
IDAHO								
MONTANA								
NEVADA	1			1			2	3,200
N.MEXICO	3						3	5,200
OREGON	1	1		12		1	15	18,000
UTAH								
WYOMING	3						3	5,200
TOTAL	9	2		17		1	29	$39,600

OPTOMETRY

	SCOPT	PACU	UCOPT	Total Students	Total Fees
ALASKA		5		5	$ 6,000
ARIZONA	2	5		7	8,400
COLORADO					
HAWAII		2		2	2,400
IDAHO					
MONTANA					
NEVADA	5	9		14	16,800
N. MEXICO	5	4		9	10,800
OREGON					
UTAH					
WYOMING		8	1	9	10,800
TOTAL	12	33	1	46	$55,200

PODIATRY

	CCPM	Total Students	Total Fees
ALASKA			
ARIZONA	10	10	$25,000
COLORADO			
HAWAII			
IDAHO			
MONTANA			
NEVADA			
N. MEXICO			
OREGON	1	1	2,500
UTAH			
WYOMING			
TOTAL	11	11	$27,500

FORESTRY

	CSU	IDA	MONT	ORE STATE	UTAH STATE	WASH	UCB	NAU	Total Students	Total Fees
ALASKA										
ARIZONA										
COLORADO										
HAWAII										
IDAHO										
MONTANA										
NEVADA										
N. MEXICO	8	2						2	12	$18,000
OREGON										
UTAH										
WYOMING										
TOTAL	8	2						2	12	$18,000

TOTALS

Total Students All Fields	Total Fees All Fields	
28	$ 68,430	ALASKA
134	305,700	ARIZONA
21	50,400	COLORADO
64	154,134	HAWAII
150	370,234	IDAHO
127	289,200	MONTANA
104	214,067	NEVADA
63	112,400	N. MEXICO
70	114,301	OREGON
35	73,800	UTAH
89	209,100	WYOMING
885	$1,961,766	

Summary of Cash Receipts and Disbursements for the Year Ended June 30, 1972

Source of Income:

CASH BALANCE, July 1, 1971		$ 583,007
CASH RECEIPTS, 1971-72		
Appropriations from Member States	$ 195,000	
Student Exchange Support Fees from States	1,797,223[1]	
State Mental Health Contributions	80,000	
Grants and Contracts	4,266,339	
Institute and Seminar Fees	57,362	
Interest	49,300	
Sale of Publications and Other Training Materials	58,342	
Miscellaneous	2,974	$6,506,540
TOTAL CASH AVAILABLE FOR USE		$7,089,547

Cash Disbursements by Program or Activity:

WICHE ADMINISTRATIVE AND BASIC OPERATION FUNDS		$ 603,583[2]
PROGRAM FUNDS:[3]		
Student Exchange Coordination	$ 34,353	
Student Exchange Support Payments to Schools	1,788,323[1]	
Special Higher Education Programs	57,977	
Institutional Research Conference	8,130	
Continuing Education for Library Personnel	44,846	
Planning Resources in Minority Education	35,180	
Satellite Health Experiment Planning	6,219	
Rocky Mountain Community College Consortium	16,666	
Nursing Council Program	43,372	
Leadership Continuing Education Program for Nurses	168,865	
Improvement of Nursing Curricula	89,300	
Nursing Research and Development	52,875	
Nursing Research Conferences	28,468	
Continuing Education for Psychiatric Nurses	61,241	
Nurse Faculty Development for Minority Groups Needs	69,604	
Conference on Credit by Examination in Nursing	1,662	
Development of a Consortium for Health Education in the West	8,888	
Regional Medical Program	1,418,585	
Resources Development Internships	213,453	
National Center for Higher Education Management Systems at WICHE	1,420,151	
Psychiatric Education for Physicians Program	43,520	
Regional Institute for Corrections, Administrative Study	109,830	
Nationwide Education Programs in Corrections	86,755	
Supervisory Board Conference — Corrections	21,133	
Special Education and Rehabilitation Program	67,446	
Mental Health Continuing Education Program	56,671	
Improving Mental Health Services on Western Campuses	91,546	
Western Conference on the Uses of Mental Health Data	56,179	
Social Work Graduate Deans and Faculties Program	26,728	
Community College Mental Health Worker Program	56,135	
Legislative Work Conference	24,006	
Inactive Funds	4,112	
Refunds to Grantors	865	
		$6,816,667
CASH BALANCE, JUNE 30, 1972		$ 272,880[4]

[1]The difference between these two amounts reflects amounts carried over to the next year.

[2]This includes expenses of the Executive Director's office, Associate Directors' offices (that portion allocated for administration and program development), administrative services office, publications unit, public information unit, personnel office, WICHE library, and meetings of the Commission and the Mental Health Council.

[3]Direct cost expenditures only are shown for program funds. Indirect costs are charged internally to programs, but they are not included in program expenditures above because they are reflected in the WICHE administrative and basic operation expenditures.

[4]This balance represents primarily advance payments on grants in addition to a contingency balance of $224,459 and an operating reserve of $15,000, both of which have been authorized by the Commission.

In accord with the provisions of the Western Regional Education Compact, the Commission provides for an annual independent audit of its books. On July 25, 1972, the firm of Haskins and Sells, certified public accountants, completed this audit for the year ended June 30, 1972. A copy of their report has been sent to the Governor of each state. Single copies are available on request.

Commission Finance Review Committee

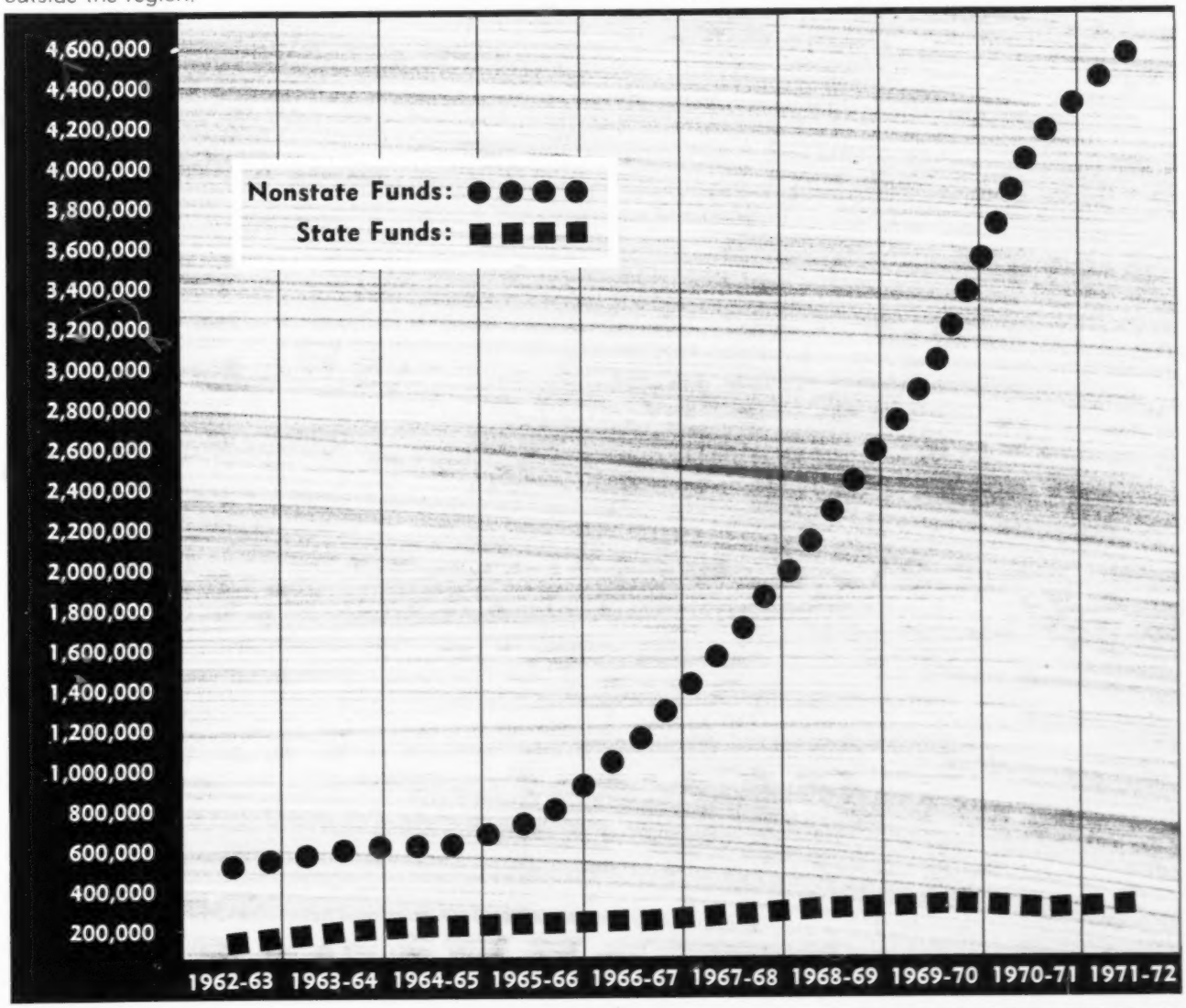
Richard Jones (Chairman)
William Davis
C. Gale Sellens
Glenn Terrell
Roy Lieuallen (ex officio)

Ten-Year Comparison of State and Nonstate Funds, 1962-63, 1971-72

State Funds: ■ ■ ■ ■
State appropriations and voluntary state contributions to support mental health programs. Does not include state funds paid to professional schools under the Student Exchange Program.

Nonstate Funds: ● ● ● ●
Funds expended for special regional projects from grants from private foundations and public agencies outside the region.

Year	State Funds	Nonstate Funds
62-63	$130,000	$ 492,095
63-64	195,000	582,278
64-65	195,000	598,546
65-66	202,500	683,668
66-67	217,500	1,156,366
67-68	255,000	1,618,063
68-69	270,000	2,230,661
69-70	285,000	3,134,973
70-71	285,000	4,134,390
71-72	275,000	4,553,346



WICHE Publications

Most WICHE publications are available free, while the supply lasts. A few have charges listed. For copies, write: Publications Unit, WICHE, P.O. Drawer P, Boulder, CO. 80302. Out-of-print publications can be obtained through interlibrary loan from any of the depository libraries listed on page 25. On request WICHE's Publications Unit will supply a complete and up-to-date list of available publications.

I. GENERAL

WICHE Annual Report 1971. A brief description of WICHE activities during 1971.

Reports on Higher Education. A newsletter containing information about WICHE programs and articles of general interest on higher education. Copies of the last four issues are usually available.

This Is WICHE. A brochure describing WICHE's activities and goals.

Legislative Decision Making in Higher Education: How to Get the Facts. The proceedings of WICHE's Legislative Work Conference on Higher Education, 1971.

The Inside. WICHE's bimonthly internal house organ.

II. GENERAL REGIONAL PROGRAMS

Your State Can Help You Secure Your Education in Medicine, Dentistry, Dental Hygiene, Forestry, Occupational Therapy, Optometry, Podiatry, Physical Therapy, Veterinary Medicine. The informational brochure on WICHE's Student Exchange Programs, Academic Year 1973-74.

Library Trusteeship: An Introduction. A slide/cassette presentation to serve as a useful orientation for the new trustee or to help refocus the duties and responsibilities of library trusteeship for the more experienced board member. Distributed by: DONARS PRODUCTIONS, P.O. Box 24, Loveland, CO. 80537. Price $28.00 plus shipping and handling. Enclosed check with order saves mailing costs.

Communicating Nursing Research, Volume 5: The Many Sources of Nursing Knowledge. Marjorie V. Batey, editor. $3.00.

Joint Statement on the Nurse Functioning as a Primary Care Agent. A brochure presenting a guide for the continuing development of the role of the nurse as a primary care agent in the delivery of health care in a complex and ever-changing system.

Five Years of Cooperation to Improve Curricula in Western Schools of Nursing. Juereta Smith. A final report of the Curriculum Improvement Project. $5.00.

Credit by Examination in Nursing: Proceedings from a Western Regional Conference, 1972, cosponsored by WICHE and Region IX, Bureau of Health Manpower Education, Division of Nursing, USPHS-DHEW. C. M. Byerly, J. E. Elliott, Jon Bunnell, eds. $2.00.

Interstate Doctoral Program in Home Economics. A brochure describing a new concept in graduate study for persons interested in working toward a doctorate.

On Your Own. A leaflet describing a program in independent learning sponsored by the Denver Public Library in cooperation with other agencies and institutions in the Denver metropolitan area.

Planning Resources in Minority Education. A brochure describing this program.

Graduate Ethnic Opportunities Network. Cosponsored by Western Association of Graduate Schools and WICHE. A brochure descriptive of the goals of the program.

College Vacancy Survey, June 1, 1972, with Addendum. A survey of the colleges and universities in the 13 western states for enrollment vacancies for freshmen or transfers for the 1972 Fall term.

The Public Challenge and the Campus Response. Proceedings of the Thirteenth Annual College and University Self-Study Institute. $3.50.

ECG Monitoring for the Anesthesiologist. Announcement of a three-day symposium offered by the Coronary Care Training Program of the Mountain States Regional Medical Program, Montana.

Coronary Care Ski Weekend. Announcement of a course offered by the Coronary Care Training Program of the Mountain States Regional Medical Program, Montana.

The Nurse and Intensive Coronary Care. Announcement of a nurse train-

ing course and nurse refresher workshop sponsored by the Coronary Care Training Program, Montana.

Decisions in Cardiac Care. Announcement of a three-day course offered by the Coronary Care Training Program, Montana.

ECG Monitoring for the Certified Registered Nurse Anesthetist. Announcement of a three-day symposium offered by the Coronary Care Training Program, Montana.

Resource Development Intern Reports. Each intern submits a report of his or her activities and the recommendations or results of his or her particular project. These reports are published in limited quantity and are available on interlibrary loan from the depository libraries.

Housing in SEDD by Leona E. Franke.

Transportation Surveys of Selected Small Urban Areas of Oregon by Larry T. Yok.

Preliminary Research on the Impact of State Government Expenditures on Alaskan Economy by John R. Snodgrass, Jr.

Environmental Planning and Citizen Participation in Colorado Water Resource Development by Robert Apter.

Lakewood Highways by Martin Nickerson.

The Greater Park Hill Community, Inc., and a Strep Education Program by Marian Bryan and Elaine Callas.

Economic Development in Charleston, Oregon by J. Clint Laird.

Site Planning for the Port Center Project by Jim Peck.

An Inventory and Analysis of Tourist and Recreation Facilities in the Mid-Columbia Economic Development District by Morton I. Mickelson.

Transportation Facilities: Freight Rates and Services by Alan Brekke.

Aspects Related to the Revision of Selected Elements of the Davis General Plan by Robert D. Sculley.

The Extent and Cost of Certain Drug-Related Property Crimes in Portland, Oregon by Clifford Greenlick and Richard Shoblad.

Preliminary Evaluation of the Proposed Management Park Concept in the State of Nevada by Ronald J. Bath.

A Study in Regional Land-Use Planning by Valerie Ward.

Volunteer Staff Organization and Training Program by Marilyn Rapier.

PKU Testing in South Dakota by Mary Simmons.

Attitudes in Gallup by Chuck Briggs and Sherolyn Smith.

Development of Kelley Point Park by Thomas Uppstad.

The Stone Lake Controversy by Leslie Perry.

Alaska State Park System Inholding Study by Steve Behnke.

An Initial Housing Report by Diane Dash.

The Washakie Community Complex by David Sneesby.

Urban Growth and Agricultural Land by Terry Kilbane.

Alaska's Abandoned Towns by Linda Thompson.

Open Space Element by Clark Legate, Thomas McCart, and Dean Gordon.

Fort Collins Land-Use Survey and Analysis of Low-Income Housing by Linda Fielding.

Aging Techniques for Yellowtail Rockfish by Lawrence Six.

Sangre de Cristo Arts and Conference Center by Pat Kazar Kazarow.

Oregon's WICHE Intern Program by Barrett MacDougall.

Educational Options in Portland's Schools by Bennett Goldstein.

Revenue Sources in Washington's Cities and Towns by Charles Cobb.

Organizing a Planning Library by Becky Love.

Estimating Commercial Landings by Brendan Onyejekwe.

Portland-Metro Zoning Ordinance Study by Craig Murphy.

Y.E.S. Evaluation by Ann Scruggs.

Developing and Providing Technical Assistance to Indian Business by Milo Westburg.

Wyoming Humanities Regrants by Linda Dover.

Performing Arts Management by Margaret Harrison and Harold Webb.

Index to Informational Resources by Ned Buckman.

Colorado and New Communities by Peter Naseth.

Olympia's Forgotten Pioneers by David Nicandri.

Colorado Chautauqua 1972 by Dee Dahlquist.

Training for H.A.P. by Angelia Garrett.

Health Resources and Needs in South Central Montana by Sandra Martenson.

Social Science and Air Pollution by Richard Clark.

Depopulating the Prisons by Steve Bagwell.

Preliminary Study — Comprehensive Health Clinic for Low-Income Persons by Dennis Tanner.

Greenwood Village Capital Improvements by Michael Horton.

Phytoplankton of the Las Vegas Bay by Karen Harville.

Youth Employment for Summer Program by Sue Gordon and Sue Casper.

Educational Programs Through a Small City Museum by John Starr.

Data Book for the Mystical State of Myopia by Joyce Lofgren.

Increasing the Use of the Coos Bay Mall by Hans Jensen.

History of the Old Presbyterian Church Building — Leadville, Colorado by Jerry Hunter.

Waste Heat as a Fuel Source to Develop New Agri-Businesses Near Power Plants by Michael Triplett.

Telefacsimile by Mary Dolan.

Medford: An Economic Analysis by Ross Singleton.

Economic Development Profiles by Chris Baca.

Antitrust and the Control of Higher Education by Greg Hartman.

Evaluation of the Pueblo Chamber of Commerce by James D. Susbauer.

Feasibility of Establishing a Training Program for Health Workers in Utah by Robert Foote.

Marine Park Development Survey by Charles Merrill.

Model Cities Urban Design/Cheyenne by Peter L. Inniss and Gary Kuwabara.

An Oregonian Profile: An Economic and Social Analysis by Marilyn Tam.

Museum Graphics by Evan Stuart.

An Analysis of the P.A.C.T. Target Area by Kim MacColl.

Fossil Laboratory Design, Preparation, Molding, and Casting Techniques by Lance Eriksen.

Museography: Collections Cataloging by Richard Ott.

Student Exchange Programs Slide Presentation. A 22-minute program with slides and a script that details what the SEP are all about and how they help both students and the people of the West. A young University of Colorado medical student from Wyoming is featured. Must be reserved through WICHE Publications Unit well in advance of showing.

WICHE Publications, continued

III. MENTAL HEALTH AND RELATED AREAS

Campus/Community Mental Health Services. Lu Anne Aulepp, editor. A newsletter printed monthly during the academic year.

Summer Work-Study Program in Mental Health and Related Areas. A folder describing the program and listing participating schools.

Contiguity and Continuity in General and Special Education. Dr. James A. Bradshaw, Patricia G. Langton, and Virginia W. Patterson, editors. Selected papers from three working conferences. $2.50.

Third Annual Supervisory Board Conference. Frank Dell'Apa and Bruce J. Martin, editors. An evaluation report of workshops on decision making for Supervisory Board members in Region VIII, Law Enforcement Assistance Administration. Limited distribution.

Report, Third Annual Supervisory Board Conference. Report of a conference on decision making for Supervisory Board members in Region VIII, Law Enforcement Assistance Administration. Edited by Frank Dell'Apa and Bruce J. Martin. Limited distribution.

Community College Mental Health Worker Program, A Reference Resource. Out of print.

Continuing Education Activities at Campus Mental Health Facilities in the West. Monograph No. 4. James H. Banning and Lu Anne Aulepp. Limited distribution.

Program Budgeting and Classification Systems: An Example of their Use for Counseling Centers. Monograph No. 5. James H. Banning and Lu Anne Aulepp. Limited distribution.

Quality of Educational Life, Priorities for Today. A report prepared by the Mental Health Services and the Changing University Community Task Force of the WICHE program, Improving Mental Health Services on Western Campuses. Limited distribution.

New Designs: Prevent Educational Casualties, Promote Educational Growth. A report prepared by the Preventive Intervention Task Force of the WICHE program, Improving Mental Health Services on Western Campuses. Limited distribution.

Consultation: A Process for Continuous Institutional Renewal. A report prepared by the Mental Health Consultation on the Campus Task Force of the WICHE program, Improving Mental Health Services on Western Campuses. Limited distribution.

Mexican-American Mental Health Issues: Present Realities and Future Strategies. Papers from a conference held at Goleta, California. Stanley W. Boucher, editor. Limited distribution.

Community College Mental Health Worker Program, New Directions. A collection of papers presented to a WICHE meeting at Phoenix, Arizona, May 26, 1972. Limited distribution.

Perspectives on Ethnic Minority Content in Social Work Education. A report of a program in continuing education for deans and faculties of graduate schools of social work. Charles W. McCann, editor. Limited distribution.

IV. NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS at WICHE

Most of the publications of this WICHE division are available on a fiscal year annual subscription. The publications marked with a single asterisk are part of the 1971-72 subscription; those marked with a double asterisk are a part of the 1972-73 subscription. Single subscription, $20. Five subscriptions all mailed to the same address, $90. Ten subscriptions all mailed to the same address, $175. All publications listed below are available without subscription at the prices noted.

***Higher Education Management.* A periodical designed to discuss issues related to higher education management.

A Brief Explanation. A training document. $1.00.

Higher Education General Information Survey, Final Report. Seventh Annual Conference conducted by American Council on Education, Center for Research and Development in Higher Education at Berkeley, Education Commission of the States, National Center for Higher Education Management Systems at WICHE, and State Higher Education Executive Officers Association.

**Program Classification Structure, Technical Report 27, First Edition.* Warren W. Gulko. $2.00.

Overview of the Cost Estimation Model: User Documentation. A training document. $2.80.

Statewide Planning for Postsecondary Education: Conceptualization and Analysis of Relevant Information. Paul Wing. Limited distribution.

Induced Course Load Matrix Generator: System Documentation, Michael J. Haight and Charles W. Manning. $2.00.

National Center for Higher Education Management Systems at WICHE: Director's Annual Report, 1971-1972.

***Instructional Program Budgeting in Higher Education*.** A training document. $1.00.

***Full Disclosure: New and Responsible Attitudes*.** Joanne E. Arnold. $1.00.

What Is NCHEMS? A brochure describing the NCHEMS programs and listing available publications.

***Information Exchange Procedures: Overview and General Approach, Field Review Edition, Technical Report 28*.** Leonard C. Romney. $1.00.

***Implementation of NCHEMS Planning and Management Tools at California State University, Fullerton*.** $1.50.

A Forecast of Changes in Postsecondary Education. A report of a survey of 385 people associated with postsecondary education, making use of computers and multiple rounds of questionnaires (the Delphi technique) to arrive at a consensus. Vaughn E. Huckfeldt. $2.00.

MOVIES

Higher Education Planning and Management Systems. A 25-minute 16 mm color film featuring Dr. Robert A. Huff, associate director of the National Center for Higher Education Management Systems (NCHEMS) at the Western Interstate Commission for Higher Education (WICHE). A brief introduction to the general concepts of program planning and budgeting and the activities of NCHEMS. Of special interest in college courses dealing with higher education administration and/or planning and management systems. This film should be used in conjunction with NCHEMS documents entitled *Higher Education Planning and Management Systems: A Brief Explanation* and *Instructional Program Budgeting in Higher Education*, both available from the WICHE Publications Unit at $1.00 each. Film rental of $25.00 includes two copies of each document.

WICHE DEPOSITORY LIBRARIES

Library Periodicals
University of Alaska Library
College, Alaska 99701

Gifts and Exchanges
University of Arizona Library
Tucson, Arizona 85721

Documents General Library
University of California
Berkeley, California 94720

Education and Psychology Library
University of California
Los Angeles, California 90024

Documents Division Librarian
Norlin Library
University of Colorado
Boulder, Colorado 80302

University of Hawaii Library
2550 The Mall
Honolulu, Hawaii 96822

Serials Department
University Library
University of Idaho
Moscow, Idaho 83843

Documents Department
Indiana University Library
Bloomington, Indiana 47401

Harvard University
Monroe C. Gutman Library
Appian Way
Cambridge, Massachusetts 02138

University of Montana Library
Missoula, Montana 59801

Government Publications Department
University of Nevada Library
Reno, Nevada 89501

Government Publications Division
University of New Mexico Library
Albuquerque, New Mexico 87106

Documents and Serials Section
Teachers College Library
525 West 120th Street
New York, New York 10027

University of Oregon Library
Attention: Acquisitions Librarian
Eugene, Oregon 97403

Serials Order Department
University of Utah Library
Salt Lake City, Utah 84112

General Reference Section
University of Washington Library
Seattle, Washington 98105

University of Wyoming Library
Laramie, Wyoming 82070

WICHE Staff

As of January 1973

The WICHE staff is a unique cadre of highly trained individuals. These men and women are recognized experts in such fields as medicine, psychiatry, higher education management, nursing, and others. Furthermore, each has that special touch and technique necessary for the guidance of group action — an indispensable quality for interstate cooperation.

The 96 professional WICHE staffers are located in the central office in Boulder, Colorado, and in the five offices of the Regional Medical Program in Idaho, Montana, Nevada, and Wyoming.

These men and women are the implementers of WICHE programming.

In addition to the professional staff, special note should be taken of the dedicated and very able members of the WICHE supporting staff. They are the secretaries, clerks, typists, mailroom personnel, and others, who also lend their talents to improve interstate cooperation in the West.

ADMINISTRATION

Robert H. Kroepsch, Ed.D., Executive Director
Bob L. Brown, B.S., Personnel Director
Jean Davis, Administrative Assistant to the Executive Director
Grant A. Duncan, Graphic Arts Specialist
Lee E. Gladish, B.A., Publications Specialist
Lawnie D. Gold, Manager of Mailing and Duplicating
Marilynn R. Hajek, B.S., Accounting Manager
W. Wray MacLeod, Manager, Purchasing and Physical Plant
Merry W. Maisel, B.A., Editor
Donald E. Morrow, B.A., Accounting/Auditing Specialist
JoAn S. Segal, M.L.S., Librarian
John C. Staley, B.S., Administrative Services Officer
Gerald S. Volgenau, M.S., Public Information Officer

DIVISION OF GENERAL REGIONAL PROGRAMS

Kevin P. Bunnell, Ed.D., Associate Director, WICHE, and Director, Division of General Regional Programs
William Bergquist, Ph.D., Director, Special Higher Education Programs
Ethel Berry, B.A., Staff Assistant, Student Exchange Programs
Jeanne S. Berthold, Ph.D., Director, Regional Program for Nursing Research and Development
Marie F. Branch, M.A., Director, Nurse Faculty Development to Meet Minority Group Needs Program
Jon R. Bunnell, B.S., Staff Assistant, Nursing Programs
Carolyn M. Byerly, B.S., Staff Associate, Special Higher Education Programs
Terry A. Cline, M.A., Ed.S., Project Director, Mountain States Community College Consortium
Jo Eleanor Elliott, A.M., Director, Nursing Programs
Peter Hiatt, Ph.D., Director, Continuing Education Program for Library Personnel
Robert S. Hullinghorst, B.S., Director, Resources Development Internship Program
Sheila Kodadek, M.S., Director, Continuing Education Program for Psychiatric Nursing
Carol Lindeman, Ph.D., Assistant Director, Nursing Research and Development Program
Kathy Lobato, B.A., Staff Assistant, Resources Development Internship Program
Patricia Locke, B.A., Director, Planning Resources in Minority Education Program
Patricia McAtee, M.S., Director, Development of Nurse Faculty for Improving and Expanding Continuing Education and In-Service Education Project
Paula R. Palmer, B.A., Staff Associate, General Regional Programs
Virginia W. Patterson, B.A., Director, Student Exchange Programs

DIVISION OF MENTAL HEALTH AND RELATED AREAS

Robert L. Stubblefield, M.D., Associate Director, WICHE, and Director, Division of Mental Health and Related Areas
Lu Anne Aulepp, B.A., Staff Associate, Improving Mental Health Services on Western Campuses
Leonard M. Baca, M.A., Staff Associate, Special Education for General Educators Program
James H. Banning, Ph.D., Assistant Director, Division of Mental Health and Related Areas, and Director, Improving Mental Health Services on Western Campuses
Bernard L. Bloom, Ph.D., Consultant, Mental Health and Related Areas
Stanley W. Boucher, M.S.W., Director, Mental Health Continuing Education Program
James A. Bradshaw, Ed.D., Director, Special Education for General Educators Program
Frank Dell'Apa, Ed.D., Director, Corrections Program
Richard Martinez, M.S.W., Director, Community College Mental Health Worker Program
Paul M. McCullough, Ph.D., Director, Western Conference on the Uses of Mental Health Data Program, and Manpower Development for Program Analysis
Luis B. Medina, M.S.W., Director, Faculty Development-Minority Content in Mental Health Program
Julia M. O'Rourke, Staff Assistant, Corrections Program
Evelyn C. Rochell, M.A., Project Director, Minority Recruitment and Input into Social Work Education Project

NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS at WICHE

Ben Lawrence, Ph.D., Associate Director, WICHE, and Director, National Center for Higher Education Management Systems at WICHE
Joanne E. Arnold, Ph.D., Staff Associate, NCHEMS
George Beatty, Jr., M.A., Staff Associate, Applications and Implementation
John Busby, B.S., Staff Associate, Applications and Implementation
Maureen Byers, B.S., Staff Associate, Research and Development
David Clark, M.B.A., Staff Associate, Applications and Implementation
William J. Collard, M.S., Staff Associate, Applications and Implementation
Douglas Collier, M.A., Staff Associate, Research and Development
Michael J. Haight, M.A., Staff Associate, Applications and Implementation
Vaughn E. Huckfeldt, M.S., Staff Associate, Research and Development
Robert A. Huff, Ph.D., Program Director, Applications and Implementation
Richard S. Johnson, M.S., Assistant Program Director, Applications and Implementation
Dennis P. Jones, M.S., Assistant Program Director, Research and Development
Wayne R. Kirschling, Ph.D., Assistant Program Director, Research and Development
Charles W. Manning, Ph.D., Staff Associate, Applications and Implementation
Marilyn McCoy, M.P.P., Staff Associate, Research and Development
Sid S. Micek, M.A., Staff Associate, Research and Development
W. John Minter, Ph.D., Staff Associate, NCHEMS
Glenn Miyataki, B.A., Staff Associate, Research and Development
Kathleen Neward, B.S., Staff Assistant, Applications and Implementation
Nancy Renkiewicz, M.A., Staff Associate, Research and Development
Clara Roberts, B.A., Staff Associate, NCHEMS
Leonard C. Romney, M.A., Assistant Program Director, Research and Development
James R. Topping, Ph.D., Staff Associate, Research and Development
Robert A. Wallhaus, Ph.D., Program Director, Research and Development
H. Kent Weldon, M.S., Staff Associate, Research and Development
Paul Wing, D.Eng., Staff Associate, Research and Development
Michael E. Young, B.S., Assistant Program Director, Applications and Implementation
Gordon Zeimer, M.B.A., Assistant Director, NCHEMS

FIELD STAFF FOR MOUNTAIN STATES REGIONAL MEDICAL PROGRAM

REGIONAL OFFICE — Boise, Idaho
John W. Gerdes, Ph.D., Coordinator/Regional Director
Mary Henry, Fiscal Officer
Laura G. Larson, M.A., Staff Associate
Jerry Selby, B.S., Staff Assistant
C. Edgar Smith, Ph.D., Staff Associate
Helen Thomson, B.A., Information Specialist

IDAHO OFFICE — Boise
Israel Fradkin, M.D., State Director
Lorin R. Gaarder, M.A., Staff Associate
Phoebe Lindsey, B.A., Staff Associate

MONTANA OFFICE — Great Falls
Sydney C. Pratt, M.D., State Director
John J. Breeden, B.S., Staff Associate
Gary Day, B.A., Staff Associate
Esther R. Lantz, M.N., Staff Associate

NEVADA OFFICE — Reno
J. B. Deisher, M.D., State Director
Dorothy Gabbard, B.A., Staff Assistant, Public Information
Loyd Kepferle, M.A., Staff Associate
Dallas Rychener, M.S., Staff Associate

WYOMING OFFICE — Cheyenne
Claude O. Grizzle, M.D., State Director
Virginia E. Black, B.S., Staff Associate
John Callen, B.A., Staff Associate
Donald L. Erickson, M.P.H., Staff Associate

CORONARY CARE TRAINING PROGRAM — Missoula, Montana
Harold A. Braun, M.D., Program Director
Lillian LaCroix, B.S., Staff Associate

Public and Private Granting Agencies

In the past 17 years, WICHE has received grant and contract commitments totaling more than $27 million from public and private granting agencies for the support of a wide variety of regional programs which have contributed to the development of the 13 western states. Most of these agencies have made two or more grants to WICHE, thus underscoring a growing national interest in regional cooperation. In the last analysis, the people of the West are the ones who benefit from the investment of this risk capital, and on their behalf WICHE expresses appreciation to the organizations and agencies listed below.

Carnegie Corporation of New York
The Commonwealth Fund, New York
The Danforth Foundation, St. Louis
Easter Seal Research Foundation, Chicago
ESSO Education Foundation, New York
Max C. Fleischmann Foundation, Reno, Nevada
The Ford Foundation, New York
The Grant Foundation, Inc., New York
W. K. Kellogg Foundation, Battle Creek, Michigan
Lister Hill National Center for Biomedical Communications, National Library of Medicine
National Endowment for the Humanities
National Science Foundation
Jessie Smith Noyes Foundation, Inc., New York
Rockefeller Brothers Fund, New York
United Cerebral Palsy Research and Educational Foundation, Inc., New York
U.S. Department of Commerce
Economic Development Administration
U.S. Department of Justice
Law Enforcement Assistance Administration
U.S. Department of Health, Education, and Welfare
National Institute of Education
Office of Education
Office of Juvenile Delinquency and Youth Development
Public Health Service
Division of Chronic Diseases
Division of Community Health
Division of Nursing
Division of Regional Medical Programs
National Institute for Child Health and Human Development
National Institutes of Health
National Institute of Mental Health
Rehabilitation Services Administration
United States Steel Foundation, Inc., Pittsburgh, Pennsylvania

Chairmen of WICHE

1951-53	**Dr. O. Meredith Wilson**	Dean, University College, University of Utah
1953-54	**Dr. Tom L. Popejoy**	President, University of New Mexico
1954-55	**Dr. G. D. Humphrey**	President, University of Wyoming
1955-56	**Frank L. McPhail, M.D.**	Physician, Montana
1956-57	**Ward Darley, M.D.**	President, University of Colorado
1957-58	**Frank J. Van Dyke**	Attorney, Oregon
1958-59	**Dr. Fred D. Fagg, Jr.**	President Emeritus, University of Southern California
1959-60	**Dr. Richard A. Harvill**	President, University of Arizona
1960-61	**Alfred M. Popma, M.D.**	Physician, Idaho
1961-62	**Dr. C. Clement French**	President, Washington State University
1962-63	**Dr. Charles J. Armstrong**	President, University of Nevada
1963-64	**Dermont W. Melick, M.D.**	Physician, Arizona
1964-65	**Dr. Willard Wilson**	Secretary, University of Hawaii
1965-66	**Mrs. Thomas (Edna) Scales**	Collector of Customs, Oregon
1966-67	**Dr. William R. Wood**	President, University of Alaska
1967-68	**Gordon Sandison**	State Senator, Washington
1968-69	**Dr. Merle E. Allen**	Director, Coordinating Council of Higher Education, Utah
1969-70	**John G. Mackie**	Assistant Professor, Colorado Mountain College; Attorney, Colorado
1970-71	**Dr. Rita R. Campbell**	Senior Fellow, Hoover Institution, Stanford University, California
1971-72	**Francis A. Barrett, M.D.**	Physician, Wyoming
1972-73	**Dr. Roy E. Lieuallen**	Chancellor, Oregon State System of Higher Education

Councils, Committees, Advisory Groups

Each year, hundreds of westerners give their time, energy, and wisdom to aid the progress of WICHE and its programs. Their contributions are invaluable to this agency, to higher education, and to interstate cooperation in the West.

Our very special thanks to you who have helped us so much.

0210500000045000:
28M:273:GD:Hirsch:1A18